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THE A T A MAGAZINE

ERIC C. ANSLEY, Managing Editor
Barnett House, 9929 - 103 Street, Edmonton, Alberta

VOLUME 31

JUNE, 1951

NUMBER 10

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Affiliated with the Canadian Teachers'
Federation

PUBLISHED ON THE 15th OF
EACH MONTH
except July and August

Subscriptions per annum:

Members \$1.50

Non-members \$2.00

Single Copy, 25c

Authorized as second-class mail.



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HOW TO GET A JOB

BETWEEN now and September, almost 3000 teachers will be making applications for, and accepting, new positions. Following are the steps which teachers should follow in accepting employment with a school board.

1. A teacher may make application to as many boards as he wishes. Some school boards acknowledge receipt of all applications. All school boards should.

2. When a school board offers employment to a teacher the offer should be made in writing. The teacher has eight days in which to reply (see Section 165 of *The School Act*).

Note: Some school boards, or their representatives, may ask teachers to complete a mimeographed form, which is, in effect, both an application and an acceptance. Teachers are advised not to apply and to accept a position at one and the same time. Remember, that the eight days' notice provided for, between the offer of the board and the acceptance of the teacher, in *The School Act* is to give the teacher a few days to consider the offer.

3. After a teacher has accepted an offer of the board, which should be in writing, the teacher is required to enter employment with that board. The acceptance of the offer of the board and the salary schedule, which has been negotiated by the board and the Alberta Teachers' Association, constitutes the contract of employment between the board and the teacher.

Note: A number of complaints are received every year in regard to terms, agreed to verbally, with respect to the school or the grade to be taught, the amount of rent for the teacherage, and other conditions of employment. Any condition of employment not covered in *The School Act* should be written out and signed by both parties. Remember the old saying, "Of course I will take your word for it, just as long as you put it in writing."

4. Once having accepted employment with a school board, the teacher is required to enter service, before tendering his resignation (see Section 167 of *The School Act*).

5. If a teacher should accept a position in a certain school, there should be something in writing to that effect, because, according to Section 169a of *The School Act*, the board has the right "to transfer a teacher from one school or room in its charge to another upon seven days notice in writing to the teacher concerned." While a teacher may ask for an appeal, the appeal is to the same school board that made the transfer in the first place and seldom amounts to more than the board, or a committee of the board, listening to what the teacher has to say, which is like asking a judge to reverse his own decision.

Resignations

Resignations must be mailed to the secretary of the board not later than July 15 (see Section 167 of *The School Act*).

THE EDSON DISPUTE

In April, negotiations between the Edson Board and the salary negotiating committee of the local broke down. The local executive asked the Alberta Teachers' Association to act on its behalf in the matter of this dispute and the Alberta Teachers' Association made application to the Department of Industries and Labour for certification as bargaining agent for the Edson teachers.

For some reason, the board thought it would be advisable to deal directly with the teachers. A letter was sent by the board to each teacher asking him to attend a meeting in Edson on May 11. In part, the letter stated, "the purpose of the meeting is the discussion of the attached salary schedule." Transportation was to be provided, as well as a holiday. This invitation of the Edson Board was most unusual. Probably the Edson Board did not know, but it was asking the teachers to break the following sections of the Code of Ethics of the Alberta Teachers' Association:

"9. The teacher adheres to salary schedules negotiated by his professional organization."

"13. Official business is transacted only through properly designated officials."

At the same time, the Edson Board asked for six resignations and sent notices of transfer to six other teachers. The Board then advertised for teachers for some of the positions, involved in the resignation and transfer disputes, although they were not vacant. A teacher who made application for one of these positions was doing so in contravention of Section 10 of the Code of Ethics, which states,

"The teacher refrains from knowingly underbidding fellow-applicants for teaching positions, and refuses to apply for, or to accept, a teaching position before such position has become vacant."

In order to protect the interests of the teachers involved, the Alberta Teachers' Association was forced to place notices in the daily newspapers asking teachers who had made application, or were considering making application, to the Edson Board, to communicate with head office. It is gratifying to report that every teacher who had made application to the Edson Board agreed to write to the Board asking that his application be withheld until the dispute between the teachers and the board had been settled. Those who had not made application agreed to withhold their applications until the dispute had been settled. Notices were also sent to the teachers asking them not to go to this meeting on May 11.

As a result, not a single teacher in the Edson Division attended the meeting called by the school board to discuss the salary schedule proposed by the board. It is also gratifying to the negotiating committee of the Edson Local to know that the committee had the support of all the teachers in the division and for the Edson teachers to know that they had the support of the teachers of Alberta in this dispute.

TEACHERS' SALARIES

Professional Salary Schedules Should Provide . . .

1. MINIMUM SALARIES high enough to attract well-educated, promising young people to the teaching profession.

The beginning salary should be high enough for the young teacher to maintain himself in self-respect, with a margin for professional growth and savings.

2. MAXIMUM SALARIES high enough to retain highly competent and professionally ambitious men and women in teaching.

The maximum salary should enable the mature teacher to meet the normal expectations of our adult life—the maintenance of a home and the support of family dependents at a dignified level of living. The teaching profession has served too long as a field from which to recruit outstanding personnel for professional posts in industry and in general government.

3. ANNUAL INCREMENTS to provide an orderly progress toward the maximum salary.

The professional salary schedule should include a series of advances for each year of successful experience, from the minimum to the maximum salary. Annual increments should continue for at least ten years; further increments should be possible in recognition of continued professional growth.

4. RECOGNITION of Professional Qualifications.

Adequate allowances in the salary schedule for professional preparation are an incentive for teachers to continue their training beyond minimum qualifications.

5. RECOGNITION of Professional Responsibilities.

Adequate allowances in the salary schedule for responsible executive positions in education will make it possible for the schools to keep teachers with executive ability.

6. EQUITY OF TREATMENT to teachers of like qualifications and experience.

A professional salary schedule provides a systematic plan for the

payment of salaries. It avoids discrimination of all sorts, as between men and women teachers, or as between teachers of different races. It avoids individual bargaining and the seeking or granting of special favors in salary placement.

Every gain in teachers' salaries is also a gain in educational opportunities for children.

—From NEA News.

THE RIGHT TO BE CONSULTED

A basic principle of democratic administration is that the persons affected by a policy have a part in the formulation of the policy. This principle is often called the right to be consulted.

EDSON BOARD

The second meeting with the Edson Board left things more confused than they were after the first meeting. On the advice of A. George Andrews, secretary of the Alberta School Trustees' Association, who stated that a minimum of \$1,800 would not be popular with other school boards and other superintendents, the board offered a \$1,600 minimum in place of the \$1,800 minimum which it had used in advertisements and which had influenced quite a number of teachers to send applications to Edson. Teachers who have applied to Edson should know that the board is now offering a basic salary of \$1,600 instead of \$1,800.

RED DEER COMPOSITE HIGH SCHOOL

Teachers who are considering making application to the Red Deer Composite High School should know that during salary negotiations this year the board stated that if anything more than a \$50 increase were insisted upon, the board would be required to eliminate "certain services" which would put several teachers out of work. If conditions in Red Deer are this serious, teachers applying to the Red Deer Composite High School should take into consideration the possibility that certain services in Red Deer may be eliminated within the near future, a result of which some ten teachers would be out of work.

The Attack on Modern Education

LOUIS KAPLAN

Department of Education and Psychology
Oregon College of Education

CRITICISMS of public education have reached a crescendo in recent months. These criticisms say, in effect, that educators are attempting to coerce the public into paying more and more money for the support of a type of school which does little more than turn out ill-mannered, undisciplined, and uninformed brats. In fact, there are many communities in which educators have learned that the only way to keep peace is to retrench, to back up 20 years or more, and forget what research has taught us about the nature of child growth and the way in which children learn. They have had to close their eyes to the social responsibilities of the school and concentrate on stuffing the heads of children with those facts which parents think they ought to know.

Where educators have done this, and it has been done in many communities, then certain newspapers, taxpayers, and school patrons shout with glee that at last the schools are returning to sanity—that they have gone back to the good old fundamentals which schools were established to teach. These fundamentals have the sanctity of a religion in the eyes of school critics.

It appears quite evident that these critics would like to see schools reorganized so that children are firmly controlled, thoroughly grounded in reading, writing, and arithmetic, crammed with facts, particularly those which parents had to learn when they went to school, and closely checked to see how well they are learning these things.

Every teacher and administrator

The public should always have a voice in what should be taught in the schools; the teachers should be responsible for the detailed plan—the curriculum.

knows that criticism of the schools is not to be taken lightly. It is a serious matter indeed when a substantial segment of the public turns on the schools and accuses them of being responsible for practically every sin of modern man. The existing antipathy between the schools and the community is causing anxiety in the home and in the classroom; anxiety which is experienced by teachers, parents, and children. We all know that good schools cannot flourish in an atmosphere of anxiety, criticism, and dissension. We know also that children are educated by their total environment and not by the schools alone. When there is disharmony between school and community, children cannot get good education.

Many critics of modern education base their accusations on the assumption that in the good old days the schools were really doing a good job of preparing the youth to live in a democratic society. But as we look through the pages of educational history, we find little reason for surrounding the traditional school with a nostalgic halo of perfection. The good old days had their critics too. Back in 1845 the Grammar School Committee of Boston, taking stock of their schools, reported severely: "They (tests administered) show beyond all doubt that a large proportion of the scholars in our first classes, boys and girls of 14 and 15

years of age, when called on to write simple sentences, to express their thoughts on common subjects, without the aid of a dictionary or a master, cannot write, without such errors in grammar, in spelling, and in punctuation, as we should blush to see in a letter from a son or a daughter of their age."

Every now and then someone drags out an old test which was used in those days and administers it to the modern generation, and invariably, children of the earlier schools are put to shame.

It is difficult to avoid the conclusion that parents who cry for a return to the good old days just don't know what they are asking for . . .

If the criticisms of modern education are not justified, how can we combat the campaign against the public schools? For years educators have been carrying on public relations programs. Children have presented plays, there have been school carnivals, and room teas, mother's days and father's nights have been scheduled, printed matter circulated—almost everything has been tried in an effort to acquaint the parents with what schools are doing. And despite all of this activity, parents are still unconvinced. What are we doing wrong?

It is a mistake to assume that an informed public is a supporting public. We have been operating on the principle that if parents know what is going on in schools, they will support the school program. This is quite obviously a false assumption. Mere information about a program conceived by others is not what parents want. The interest of parents is well stated in the following excerpt from a National Congress of Parents and Teachers Booklet:

"What shall be taught and how it shall be taught are the two foremost questions in today's educational policy-making. It is not the function of either the school or the home to settle these questions alone. They should be settled cooperatively by the two groups in the interest of a common objective."

This statement makes it perfectly clear that parents are not content with raising money for school projects or equipping the cafeteria. They want a voice in the real business of the school—what children are learning and why.

Rather than look on this interest as an attempt by parents to interfere with the operation of the school, educators should seize on this interest as a means through which the success of the school can be made a matter of personal concern for parents and teachers.

Parents, on the other hand, have an obligation to approach the study of education with seriousness of purpose, with an open mind, and with due consideration for the professional status and leadership of the teacher.

If we really believe that our schools are schools of the people, then let's get the people into the school and stop trying to sell them what they think is a shoddy product. Educators should have nothing to hide from parents and should have nothing to fear from them. It is not an easy matter to include parents in the professional functions of a school, but we have tried all other avenues of public relations and have nothing to lose by trying the one avenue which, though difficult, holds great promise for recreating the spirit which should exist between a community and its schools.

Have You Read?

"The Shacks We Call Schools"—April 15 issue of Maclean's.

	'33	'34	'35	'36	'37	'38	'39	'40	'41	'42	'43	'44	'45	'46	'47	'48	'49	'50
Births	164	167	167	173	185	177	187	204	234	232	232	255	221	201	284	233	237	232
Age 5						157	160	160	166	178	170	180	196	225	223	223	245	212
6							157	160	160	166	178	170	180	196	225	223	223	245
7								157	160	166	178	170	180	196	225	223	223	245
8									157	160	166	178	170	180	196	225	223	245
9										157	160	166	178	170	180	196	225	245
10											157	160	166	178	170	180	196	245
11												157	160	166	178	170	180	245
6-11																		1292
12													155	158	158	164	176	168
13														155	158	158	164	176
14															155	158	158	164
12-14																		508
15																155	158	158
16																	155	158
17																		155
15-17																		471
Grade 5 or K																		100
6-11 or 1-6																		100
12-14 or 7-9																		100
15-17 or 10-12																		100

Table for estimating future school enrollments. Actual figures

Estimating Future School Enrollments

C. W. ODELL

Professor of Education
University of Illinois

SCHOOL authorities responsible for planning building programs have been much concerned with the expected large increases in enrollments looked for in the relatively near future. Various means of predicting just how large the enrollments will become have been employed. Many of these methods are at least fairly satisfactory. The writer has been making use of a technique for making enrollment forecasts, which although similar to some which other schoolmen have been using, has some features not a part of other methods.

The method in question is dependent upon securing accurate birth figures for the area concerned for a number of years in the past, preferably for a period beginning 17 years before the year when it is to be applied. There are, unfortunately,

many school districts in which such data are not available. If the birth figures are not accessible and good estimates cannot be arrived at, the method to be described is not recommended. When accurate data are available for only a few recent years, it is often possible to make estimates of birth rates for 17 years past, that are accurate enough to employ this method. For example, if accurate figures are available for a whole county, and the school district in question is evidently typical of the county as a whole, ratios between births in past years and those in very recent years can be determined for the entire county and applied to the present data for the district in question.

THE PROCEDURE

In addition to these data of births year by year, the method is based upon several assumptions which will

'51	'52	'53	'54	'55	'56	'57	'58	'59	'60	'61	'62	'63	'64	'65	'66	'67	'68	'69
227	222	217	212	207	206	207	198	198	201	211	205	200	208					
289	278	224	228	213	218	213	208	204	199	198	199	190	190	193	203	197	192	200
212	289	273	224	228	213	218	213	208	204	199	198	199	190	190	193	203	197	192
245	212	289	273	224	228	213	218	213	208	204	199	198	199	190	190	193	203	197
223	245	212	289	273	224	228	213	218	213	208	204	199	198	199	190	190	193	203
223	223	245	212	289	273	224	228	213	218	213	208	204	199	198	199	190	190	193
225	223	223	245	212	289	273	224	228	213	218	213	208	204	199	198	199	190	190
196	225	223	223	245	212	289	273	224	228	213	218	213	208	204	199	198	199	190
1324	1417	1465	1466	1471	1439	1445	1369	1304	1284	1255	1240	1221	1198	1180	1169	1173	1172	1165
178	194	223	221	221	243	210	286	270	222	226	211	216	211	206	202	197	196	197
168	178	194	223	221	221	243	210	286	270	222	226	211	216	211	206	202	197	196
176	168	178	194	223	221	221	243	210	286	270	222	226	211	216	211	206	202	197
522	540	595	638	665	685	674	739	766	778	718	659	653	638	633	619	605	595	590
164	176	168	178	194	223	221	221	243	210	286	270	222	226	211	216	211	206	202
158	164	176	168	178	194	223	221	221	243	210	286	270	222	226	211	216	211	206
158	158	164	176	168	178	194	223	221	221	243	210	286	270	222	226	211	216	211
480	498	508	522	540	595	638	665	685	674	739	766	778	718	659	653	638	633	619
<div> <div>Percent</div> <div>of 1950</div> </div>																		
136	129	106	108	100	103	100	98	96	94	93	94	90	90	91	96	93	95	94
102	110	113	113	114	111	112	106	101	99	97	96	95	93	92	91	91	91	90
103	106	117	126	131	135	133	145	151	153	141	130	129	126	125	122	119	117	116
102	106	108	111	115	126	135	141	145	143	157	163	165	152	140	139	135	134	131

as well as percentages are given for a typical Illinois situation.

be stated after the procedure has been described.

The accompanying table illustrates the application of this method to a rather small school district. The first line of figures in the table gives the number of births for each year from 1933 through 1949. To the right are the estimated numbers of births from 1950 on through 1964. These estimates are, of course, questionable and may be in error. They are based upon the combination of two factors. One factor is that the trend in birth rates will be practically the same as it was in the period from year to year after World War I until the beginning of the depression. This assumes, of course, that there will be no great depression or other social or economic upheaval which will greatly disturb the situation. The second assumption is that account must be taken of the fact that, when the much larger number of children born in recent years reach child-bearing age, they will have a marked effect on the number of births which will occur. Hence the figures given in this part of the table represent the author's judgment as to the interaction of those two factors.

The second line of the table gives

Future enrollments are of interest to teachers and trustees in Alberta as well as in other parts of Canada and the United States. Last year, Alberta had almost 400 more classrooms than in 1950, which affects grants, salaries and taxes. Boards would be able to plan much more effectively if they had some idea of future enrollments.

the number of children of age 5 for each year. This number was obtained by reducing the number born five years previously by four percent, since that is the approximate number of children who died during the first five years of life in Illinois, the state in which the district in question is situated.

The next six lines, for ages 6 to 11, inclusive, carry these same figures on through each line, each figure being moved one space further to the right. In other words, the 157 children of age 5 in 1938 becomes 157 children of age 6 in 1939, 157 of age 7 in 1940, and so on down to the right. For the years from 1950 on, these figures are totalled, giving the total number of children of ages 6 through 11.

(Continued on Page 33)

Your Child Leaves School

A. ANDRAS

Educationists are concerned about the fact that so many students are dropping out before they complete high school. The Canadian Research Committee on Practical Education found that pupils from families below average in economic status are more likely to be drop-outs, and most likely to be early drop-outs. These boys and girls find it more difficult to secure employment, and are limited as to variety of employment opportunities. The situation is one that should arouse every decent-minded person in Canada, says the author of this article.

OF every 100 Canadian children starting school, only 22 finish high school and only three graduate from college. This statement carries some important implications, and Canadian educators have long been disturbed about it. Apart from raising doubts about equality of educational opportunity, it also raises the question whether the high schools are doing the job they should. Obviously there is no point in a high school being merely a preparatory institution for college if only a tiny minority of high school students ever expect to go to college. This, again, raises the whole issue of curriculum.

About two years ago, the Canadian Education Association set up the Canadian Research Committee on Practical Education to look into the whole problem of education in this country. The Research Committee consists not only of educators but of representatives of labor, management, and agriculture as well. Both labor congresses have representation. The committee has already issued two reports, the latter entitled "Your Child Leaves School." These and subsequent reports are devoted to answering the general question, "How well do our schools prepare boys and girls for after-school life?"

"Your Child Leaves School" studies two categories of students: those who

follow through until graduation and those who drop out beforehand. It seeks the answers to the following questions:

1. How many pupils drop out? How many graduate?
2. What are the reasons for dropping out?
3. What factors are associated with dropping out?
4. What do drop-outs and graduates do after they leave school?

To get the answers, a sampling was made of a representative group of school children, more than 26,000 of them, in various parts of the country. Questionnaires were filled in and the results analyzed under several headings. The results are rather startling and should give parents everywhere in Canada cause for concern.

"Of 100 boys and 100 girls who reach Grade VII," says the report, "59 boys and 51 girls become drop-outs. At Grade VII level or above, and excluding the school systems of Catholic Quebec and Newfoundland, our findings give a conservative estimate of over 73,000 drop-outs per year." In other words, more than 73,000 children enter the labor market or return to homes or farms each year without having made full use of the available educational facilities.

Why? The drop-outs were asked whether the reasons for leaving were something to do with school itself,

—Reprinted from the Canadian Mineworker

economic or personal. More than half the boys and more than a third of the girls gave a lack of interest as the reason; a quarter in each case gave lack of ability, and a smaller number unsuitability of curriculum. A desire to earn money was the reason given by a quarter of the drop-outs. Personal reasons occupied third place, with 12 percent of both boys and girls giving parental indifference as the reason.

The report states on the basis of these figures: "The most significant finding is that reasons relating to the school are by far the most important. Therein lies the challenge to education." But as the report goes on to show, the economic factors are by no means unimportant. "It may be concluded," it finds, "that pupils from families below average in economic status are more likely to be drop-outs, and most likely to be early drop-outs. Economic status below average is highly indicative of dropping out."

Still with regard to economic status, the report finds that "the percentage of early drop-outs range from six percent in the professional group to 49 percent in the unskilled worker group." Again: "Occupation of the father is strongly associated with rates of dropping out" but, on the other hand, "differences in retention of pupils from various occupational groups are to some degree independent of economic status and learning capacity." In terms of getting jobs and making a living, the difference between graduating and dropping out beforehand is pretty big.

"It is clear that drop-outs, among both boys and girls, find it more difficult to secure employment, and are limited as to variety of employment opportunities. . . . The average initial wages of graduates, both boys and girls, exceed those of drop-outs. Moreover, the average wages increase by grade last attended." This is something worth remembering. Worth remembering also is a remark by the

Research Committee that "the provision of free education is not in itself a guarantee of education for all."

Again and again, the report turns to the problem of the drop-outs. Their problem is, after all, more serious than that of the graduates. The report makes these comments:

"These are individuals, boys and girls who, because of their own inability or lack of judgment, or for reasons beyond their control, do not complete the training planned to prepare for mature citizenship and satisfactory employment.

"In spite of provisions for secondary education throughout the nation, in spite of long-standing compulsory attendance legislation, and in spite of more recent requirements of school attendance for receipt of Family Allowances, only about one-quarter of our school population completes secondary education. Many drop-outs are average, and some above average in learning capacity. True, some drop-outs have not the ability to complete secondary education as at present constituted. Surely, for these, we have a better answer than 'You have not been successful this year. Spend another year doing the same thing over again'."

The Research Committee was concerned about learning capacity as a factor. It found that about 25 percent of those above average in learning capacity leave school before 16, of whom only a few leave as graduates. By contrast, about 50 percent of below average capacity have withdrawn by the time they reach 16. Here again economic circumstances haunt the scene. "There is a strong relationship," says the report, "between economic status and learning capacity. Among those above average in economic status, superior learning capacity is almost as common as average learning capacity." In the summary to the chapter, "Is Family Back-

(Continued on Page 36)

The notes that pupils bring to school are a post-graduate course in pedagogy and in social science to the understanding teacher. But they can be amusing and touching at the same time, as this article shows.

"Please, Teacher . . ."

BILLIE ANN MEE

ALL things being equal, which they aren't, classroom conditions should resemble real-life situations, which they don't.

Take for example the matter of speech. Does a teacher call a "spade" a "spade." No, she calls it rather, an agricultural implement. In real life, the amateur gardener who stubs his toe on it, calls the instrument by another name. Notice my reticence, I, too, am a teacher.

The young child is early inducted into the use of unreal language. "Now, children, we are all going to the bathroom," says the kindergarten teacher. On arriving there the five-year-old sees neither shower nor tub, and in some cases not even a hand-bowl. Nevertheless, the habit is established, and thereafter he refers to the accommodation as "the bathroom."

"Please, teacher, Johnny's just left the room on my foot," excitedly calls out little Harry in the first grade. There is no ambiguity as to his meaning in the mind of the teacher, or of the class, or of Johnny, or of little Harry, or, I might even venture, of the reader. Nevertheless, the language is unreal.

There are ways in which the simpler vocabulary suited to the occasion can be gained by the young teacher. In-service speech training classes, held after school, are most helpful and very interesting. They fill in those tedious hours between the dismissal of pupils and supper time. Another useful method of gaining an adequate

knowledge of basic English, in school-time, is to pass within a few hundred feet of the "boys' basement" during the midmorning recesses.

Some parents differ in their appreciation of Johnny's qualities. The teacher only has him for five hours a day, and consequently does not necessarily see him at his best.

"Please, teacher, you say my little Johnny don't smell so good. Let me tell you . . ." Every teacher knows the rest of that one.

Academic progress means one thing to the teacher, and quite another thing to Johnny's mother.

"Please, teacher, don't fill up my little Johnny's report card with 'U's.' Everybody on our street knows what 'U's' means, and I don't think you should make a monkey out of me." Signed, his mother.

Quite a number of parents are sympathetic to the teachers' requests for longer school hours and shorter holidays. They realize that closing school down every Saturday and Sunday, besides the regular longer holidays, together with the two days' compulsory attendance at the Teachers' Convention, combine to deprive the teaching body of the necessary time for an adequate consideration of little Johnny and his peculiar problems.

After-school meetings in the late evening are useful means of overcoming such time deficiencies. In such meetings, the class teacher is given useful pointers, by various experts and parents, on how to get rid of emotional tensions in little Johnny by punching a pillow, tearing up paper, finger painting, etc. The advanced

courses dealing with ways and means of getting rid of the emotional tensions in the class teacher, caused by little Johnny's presence in the school situation, will be dealt with after the initial difficulties have been suitably eliminated.

Teachers always welcome constructive suggestions from parents at any time. "Please, teacher, I think my little Johnny done real good this month, so does his father. The mark you give him in spelling ain't none to good. I want you should change it from 'U' to 'V.G.' to oblige his mother and grandmother."

CONTRASTING PICTURES

Truly "Beauty is in the eye of the beholder."

"Please, teacher, I know my little Johnny isn't too bright. He's that stubborn at times, just like his father, I don't know what to do with him. You just speak nice to him, and humour him along, and he'll do a lot for you. He's a child that needs a lot of attention. He came two months too soon, and he only weighed three pounds six ounces when he was born. I had a hard time raising him, and I've had a hard time getting him where he is, to oblige his mother." The class-teacher is only too glad to be able to add little Johnny to the other forty or so little problems in her classroom. She humours him along like nobody's business from then on.

For some reason, fathers take the hard-boiled attitude when introducing their offspring to the teacher. "Please, teacher, I'm sending little Johnny to school. He isn't too bright, takes after me I guess, but thank God, he's honest. If he gives you any trouble, give him a good licking. I remember when I first started school, my first teacher, 'Puddenhead Jones', we used to call him, gave me the darn'dest licking before I was in his class ten minutes . . . etc. Signed, his father. P.S. Don't forget to give him the works if he acts up, and he will."

The classroom is not the only area of teaching interest. "Please, teacher, would you come along and stop my son from beating up his grandmother. She is ninety-three years old, and not as spry as she used to be. We have to carry her from the bed to the chair, and back again. He comes in late, and if she says as much as 'What have you been up to now?' beats her up black and blue. We would like you to have a few words with him. He is in grade two, when he gets to school."

An insight into the privacies of family life is sometimes given by notes written on report cards by parents. "Please, teacher, you say my little Johnny talks an awful lot. Let me tell you, you ain't heard nothing yet. You should hear his mother. Signed, his father."

Modern concepts of family discipline surprise the more conservatively-minded teacher. "Please, teacher, did my daughter pass her Grade VII tests? If she didn't, she can get out of my house any time she likes I won't have a failure in my family. Such a disgrace! Her cousin, age sixteen, is going to marry her if she doesn't graduate. I fixed it with his father."

Christmas gifts can be a source of difficulty in the classroom. Only the innate courtesy of little Johnny saves the day. "Please, teacher, Bert Jones is drinking that bottle of beer I brang you at the back of the room."

A good medical note solves many problems of behaviour. Little Johnny, after being dragged into the principal's office for smoking in the schoolyard, produces such a note. "Please, teacher, my doctor says my little Johnny has got the azma, and it's OK for him to smoke herbs when he feels bad. I've given him his father's pipe. Kindly excuse him when he feels an attack coming on, to oblige his mother."

Outspoken remarks of little children are not always indications of a

(Continued on Page 38)

Important New Legislation

W. L. SINCLAIR

AT the 1951 session of the legislature several developments occurred of interest to trustees. The proposed revision of *The School Act* was put over until next year. As well, there were a few changes to the present School Act, and a brief examination of one of these amendments and of *The Municipal Assistance Act*, a very important piece of legislation, may be useful.

SECTION 293A OF THE SCHOOL ACT

This section was first passed in 1948 to provide a check on the power of school boards to increase their requisitions. It provided that if a requisition was more than twenty percent greater than that of the previous year, the matter could be investigated by a commissioner, who had power to approve or reduce the requisition. The question arose as to whether the requisition could be reduced below the twenty percent increase but this was never determined in court.

However, that procedure has been abolished, and a new section, still numbered 293a, has been passed. While fashioned to achieve much the same objective, the provisions are considerably more far-reaching. Now, the council of a municipality, or in the case of improvement districts or special areas, the minister of municipal affairs may apply to the Board of Public Utility Commissioners for an examination of the division's estimates.

The requisition need not exceed that of the past year by twenty percent or any other amount. In fact it

could be lower and still be subject to an investigation.

However, there is this limitation, that an application cannot be made unless the requisition received by the municipality exceeds twenty percent of the total sum requisitioned by the division on all its municipalities, or alternatively, unless the requisition is over fifty percent of the total amount of all requisitions made on the municipality by all its districts or divisions.

The municipality is required to set forth why it considers the estimates excessive. The Public Utilities Board will conduct an investigation and hear representations from the division, the municipality complaining and other municipalities included either wholly or partly in the division. The Board may either approve the requisitions or order the requisitions reduced, its decision being final.

The effect of the amendment is in the last analysis, to substitute the opinion of the Board of Public Utility Commissioners for that of the trustees, when the municipality is dissatisfied. It attempts to provide a solution for the long-standing complaint of municipalities that the ratepayers have little or no control over the amounts requisitioned for school purposes.

THE MUNICIPAL ASSISTANCE ACT

This is an extremely important new Act intended to benefit taxpayers by enabling a reduction in their municipal taxes and to benefit municipalities by providing them with additional revenue.

A fund, amounting to approximately \$4,600,000 in the year 1951, is provided out of part of the provincial revenue from the fuel oil tax. Out of

this fund, two different types of payments may be made to municipalities, namely tax reduction subsidies which are conditional upon the municipality reducing its rate below its basic mill rate, and unconditional municipal revenue grants.

A tax reduction subsidy is equivalent to the revenue given up by the municipality by it reducing its mill rate up to a maximum of three mills. The basic mill rate is the highest rate the municipality has levied in any year after 1949 for municipal school and hospital purposes.

The whole scheme of the Act depends upon a system whereby some uniform standard of assessment is achieved so that all municipalities may be treated equitably. In the past, in some localities, buildings have been assessed at a percentage of their value. However, *The Assessment Act* was amended in 1950 to provide that in 1951 and from then on, buildings must be assessed at one hundred percent. Furthermore, in some areas buildings have been valued using as a basis the 1936 replacement cost, while in other municipalities the 1942 cost has been the standard. In determining the basic mill rate of a unit, the actual assessment of land and buildings as at the end of the preceding year is to be used, provided that in all municipalities other than cities the buildings must be assessed at one hundred percent.

Let's take a simplified example to see how this would work out in practice:

Suppose a village assessment (on the 1942 basis) at December 31, 1950, was as follows:

Land \$50,000, Buildings (at 60 percent) \$150,000, Total \$200,000, 1950 Mill Rate 50. Tax Revenue was therefore \$10,000.

The village wants to obtain the tax subsidy. Had its mill rate in 1950 been 47 it would have lost \$600 in revenue. For 1951, its assessment of buildings is now on the one hundred percent basis. The new assess-

ment will be: Land \$50,000, Buildings \$250,000, Total \$300,000. The rate which would have been required to produce a revenue of \$10,000 in 1950 on the basis of the new assessment is 33.33. That is the basic mill rate. To qualify for the full subsidy in 1951 the village must reduce its rate to 31.33, the reduction of two mills being equivalent to a loss of revenue in 1951 of \$600. A reduction in the rate below 31.33 would not result in any greater subsidy, but of course, any reduction in the rate below 33.33 but above 31.33 would entitle the village to a subsidy in the amount of the revenue thereby lost.

The situation becomes quite complicated when new assessments are made, and such things as new buildings and so on have to be considered. In this summary, however, there is no intention of exploring all the situations which could arise, but merely to give a general idea of how the Act works.

The Act is further complicated because while municipal districts, towns, countries, improvement districts, and special areas, are dealt with similarly, there are special provisions as to cities and villages. The new legislation, therefore, should be referred to when dealing with any particular problem.

Personal property taxes do not enter the picture. Suppose that a municipal district assesses personal property at \$3,000,000 and land and buildings at \$1,000,000. Its 1950 rate was 50 mills. If it reduced its rate in 1951 to 47 mills, it would only get a subsidy of \$3,000, equivalent to 3 mills on \$1,000,000 and would lose \$9,000 from diminished personal property taxes. However, if in 1951 it increased its rate to 53 mills, thus establishing that as its basic rate, and then in 1952 and subsequent years, reduced it to 50, it would receive the subsidy of \$3,000 annually, and the same revenue from personal property and real property as it did in 1950. Of course, the rate-

payers would still be paying the same taxes, but would benefit indirectly from the subsidy received from the Government.

The situation is somewhat complicated in so far as areas are concerned where say a municipal district contains all or parts of several school divisions and a hospital district. In such bases each particular portion of the district is considered and the aggregate rate for that portion only which has common municipal, school, and hospital rates is used.

Where a council is unable to reduce the mill rate sufficiently to qualify for all or part of the subsidy due to an emergency or disaster, such as a fire or flood, or because of expenses incurred in commencing to provide ward hospitalization at the one dollar rate, or for other extraordinary reasons, the council may still qualify for the subsidy.

The balance of the fund remaining which should work out at approximately half, will be distributed to municipalities by means of what are known as municipal revenue grants. These grants, which are not conditional upon any reduction in the mill rate, are awarded to each municipality on a pro rata basis, determined by the following formula:

Assessment of municipality
—————x amount remaining in fund

Total assessment for Province

A slightly different basis of assessment is used in calculating these unconditional grants.

By the thirtieth of April every year a municipality must submit a certified copy of each by-law establishing a mill rate for the current and the past year and also a certified statement showing the total assessment as at

the end of the preceding year. Where there are different aggregate mill rates within a municipality the assessment must be broken down between the various portions of the area having different rates.

Grants, whether in the form of tax reduction subsidies, or municipal revenue grants, are unconditional as to their use, and municipal councils may spend them for any purpose within their powers.

The Municipal Assistance Act appears to be intended to ease the burden of municipal ratepayers. They will benefit in two ways. Firstly, if their municipality qualifies for a subsidy, their rate will have been reduced, and secondly their municipality will in any event receive the unconditional grant. Villages receive a slightly preferential treatment.

The Act is bound to affect school requisitions. Naturally, if in 1951, the division makes an increased demand, it is going to be difficult, if not impossible, for the municipality to qualify for the conditional subsidy. The council would appear to have two alternatives. One would be to raise its rate more than sufficiently high to cover the increased requisition this year, and then lower the rate next year. Its other choice would be to apply for an investigation of the requisition under Section 293a of *The School Act*.

The combined effect of the Act and Section 293a may make it more difficult for divisions to raise the money they need to carry on. It is apparent that efforts to increase their requisitions to meet the rising costs will meet with increasing resistance, and divisions will have to keep this in mind when preparing their estimates.

When a man's knowledge is not in order, the more of it he has, the greater will be his confusion.

—Herbert Spencer.

English Proficiency and Educational Growth

It is becoming a favorite pastime of some professors of our colleges to break into print on the subject of English. The object of most of the articles in the past few years has been to draw attention to the poor preparation of high school graduates, with the obvious inference that the high school teacher is doing a poor job of teaching English.

It has been only in the past decade that high schools have emancipated themselves from the dominating influence of the college. Even today, we find schools offering a program mainly designed to prepare pupils to enter college with little thought or concern for the 90 percent of the pupils who will not go to college.

The school and community are concerned with the 90 percent and the quality of education they receive in terms of their particular interests, capacities, and abilities. Our concern for them is more obvious, too, because these boys and girls are finding their places in our immediate society and are assuming the duties and responsibilities of citizenship through family life and vocational pursuits. Their needs are imperative.

Secondary schools, therefore, have geared their efforts and program of education for all the youth. In so doing, some of the emphasis, which was directed toward training pupils to qualify for college entrance, is now devoted to education for life and citizenship.

The question immediately arises—why not train those who wish to go to college, as heretofore, and at the same time, give the other pupils the opportunities of an education which will best benefit them. This is being done in most schools today with greater efficiency and thoroughness

RALPH GANTZ

Superintendent of Schools, Bedford

than ever before. In making an appraisal, one must look not only at the end product—the graduate—but at the whole span of progress from the time the child enters high school until he graduates.

High schools educate all the youth. They take the pupils as they find them. The secondary program is begun at the level of achievement upon which he is capable of producing. By a program designed to meet his needs and abilities he is directed to continue his progress and achievement in so far as he is capable, and within and toward those goods which are of most interest to him.

A high school education does not necessarily qualify a pupil for the requirements of entering college, any more than it qualifies him to enter business or industry. We believe he is better prepared academically, socially, and physically than ever before to pursue his living in all these aspects. We believe he is a better citizen, worker, and neighbor than his predecessor. We believe he understands the meaning and responsibilities of democracy better than those who have preceded him. We believe he will add to the total of human welfare through his understanding of the processes of democracy.

Finally, we believe he is better qualified than any other generation to rectify the blunders, the selfishness, and the stupidity of our generation in matters of social, political, economic, and moral relationships. In the light of these tremendous obligations for the well-being of country and humanity, some question his ability to spell certain words or to write intelligibly.

—From the *Saskatchewan Bulletin*

A Code of Ethics for School Boards

University of New Mexico

Trustees' associations in some states have adopted codes of ethics for the guidance of school boards, especially in their dealings with teachers. The following is considered one of the better codes.

I WILL recognize that authority rests with the board in legal session—not in individual members of the board.

I will recognize that school business may be legally transacted only in open meeting legally called.

I will discourage the use of standing committees and insist that all members of the board participate fully in board action.

I will make no promises, take no actions, outside of board meetings, which tend to embarrass or compromise the board.

I will express my honest and most thoughtful opinions frankly in board meetings in the effort to have all decisions made for the best interests of the children and the school. I will, however, accept and fully support all board decisions, once they are made, so long as I am a member of the board.

I will not discuss the confidential business of the board in my home, on the street, or in my office—the place for such discussions being the school board meeting.

I will see that the superintendent actually has power commensurate with his responsibility and will not in any way interfere with or seek to undermine his authority.

I will demand that the superintendent keep the board properly informed on school matters at all times through oral and written reports.

I will help to form board policies and plans only after considering the

recommendations of the superintendent and his reasons for making such recommendations.

I will represent the entire district rather than individual electors or patrons.

I will regard my position as one of trust and responsibility to be used for the welfare of the schools and the community.

I will endeavor to keep informed on all educational developments of significance, both local and state.

I will not use the schools or any part of the school program for my own personal advantage or for the advantage of my friends or supporters.

I will not regard the schools as my own private property but as the property of the people.

I will not find fault with, or criticize to the public, other board members or school officials for decisions properly and conscientiously made but concerning which there may be an honest difference of opinion.

I will not help to elect a superintendent, principal, or teacher who is already under contract in another school.

I will not vote for the election of any principal or teacher who has not been nominated by the superintendent.

I will consider merit only in the election of any person connected with the school system.

I will hold confidential all matters pertaining to the schools, which, if disclosed, would needlessly injure individuals or the schools.

I will not expect of the principal or teachers any privilege or favor for my children or the children of my friends or employees which would not be granted under the same circumstances to other patrons of the school.

—From New Mexico School Review

Is Laggan Education Laggin'?

DON PRESCOTT

NESTLING at the confluence of the Pipe Stone and Bow Rivers, as they hurry carrying their icy waters to the Prairies many miles eastward, is the Small Red School House of Laggan, typical of many scores of one-room schools throughout the Province of Alberta, doing the job of educating the youth.

Gathered in this school each day, were nine shiny-faced boys and girls, along with Mr. Pearson, the young school teacher who loved and was loved by each member of the group. Each grade from one to ten, except seven and nine, had its one or two giggling, stirring members.

The daily routine of the school was followed, sometimes drab and tiresome, but more often full of fun and enjoyment, so thought the pupils. There were Marjorie, Buster, May and Bessie Dean, John and Simmy Adamson, Kathleen Evans, Johnnie Charyk, and Don Prescott, each with their own potential possibilities and abilities to be discovered and developed.

Varied was the background of these students. Bill Dean was an engineer and daddy of four more little Deans, who in due time take their place in the school. He drove one of the large six wheelers, double cylinder pushing locomotives, of the Canadian Pacific Railway, used to assist the trains up the steep grade from Laggan to Stephen, the Great Divide, six miles west of the station. These engines also push from Field, B.C., eastward on which part the two spiral tunnels are located.

Every train going west from Laggan, name now changed to Lake Louise, and those coming eastward from Field, require at least two engines to overcome the steep grade of the mountains. Engineer Dean and

Mr. Adamson, also an engineer on one of the other pushing engines, were heroes of all the boys and many of the girls.

Bill Evans, the congenial postmaster, met all the trains for mail and always had a friendly smile and word for everyone. Whether it was snowing or blowing, sunshiny or raining, he was there with the mail bag slung over his left shoulder.

John Charyk, the railway section foreman, not many years out from the Ukraine, could be seen on any hot day in summer or cold, snowy, frosty day in winter, with his men busily keeping the tracks and right-of-way in order.

Don's parents were living in far away New Brunswick, but Don stayed with his sister while attending school.

Lessons were thoroughly and interestingly taught by Mr. Pearson. The pupils did their part, as well as other boys and girls of their age groups, sometimes well, sometimes not. So the years passed.

Mr. Pearson moved to a larger school as a principal. Later he was chosen as vice-principal of the Camrose Normal Practice School. Other teachers followed in turn at Laggan School, each doing their task well.

Parents of the boys and girls of the 1915 group moved to other places. The children finished their education in various schools of the province, some in Edmonton, others in Calgary, and finally the University of Alberta. World War I called Don before he finished and his schooling had to be left until his return.

Don Prescott is press representative for the Red Deer Local and was their representative at the writers' course in Banff last year.

Not all the training was in the classroom. Out of school activities meant much to the boys and girls. Mr. Pearson, along with a group climbed mountains, fished in the many lakes and streams, not without success however, snowshoed up mountains and over lakes and on the glaciers beyond, tobogganed down the steep hillsides, smooth with the deep snows of winter or skated and played hockey on the rink which they made in the old abandoned round house.

On a number of occasions Don kept the group at recess, before or after school, interested and spell-bound, as he related to them an account of trips taken the Saturday before. Trips to the top of Saddle-back Mountain, Mount St. Piran, Victoria Glacier, Ptarmogan Valley, Moraine Lake and Valley of the Ten Peaks.

Each trip, up the Pipe Stone River to the falls and beyond, the Chalet Creek, Moraine and Consolation Lakes, not to mention the Bow River and its upper sources, had its own story of fine fishing because there were only two ways to reach Laggan in those early days, either on foot and pack pony from Banff or by train. The story of the large trout that got away also had a place.

One of the very interesting accounts was of the Saturday on which the group walked to Lake Louise, five miles up in the mountains from the station, and then snowshoeing over the lake and up the side of Mount Victoria and on the Glacier. The day was frosty but clear and bright, one of those sharp winter days that is so invigorating. The view from the top of the glacier was something that long would be remembered as one of the highlights of their school days and activities.

Sunshine and rains of Summer along with the snows and winds of Winter have passed over the little red school house, surrounded by the tall spindly pines. A motor road from

Banff now passes the school, on its way up to the station, then to Lake Louise and further west. The old pony trail and foot path have gone, but Laggan School remains seemingly unchanged, and the boys and girls of Lake Louise in 1950 scurry to the school room at the ringing of the same brass bell in the hand of the teacher.

Students of the yester-years are now scattered, their children are finishing their schooling in other similar schools and the University of Alberta.

Did Laggan Education Lag? NO. Out of the group of 1915 there are two graduate nurses, three successful high school teachers, one school divisional superintendent. Their families too are in turn preparing to take their place successfully in their chosen fields of service.

Alberta's system of education is doing the task.



"I don't know whether to take the exams tomorrow or join the French Foreign Legion!"

APPLICATIONS
are invited
for the position of
ASSISTANT GENERAL SECRETARY
of the Alberta Teachers' Association

Please state academic qualifications and professional experience. Experience in matters relating to all phases of Association activities is essential. Other qualifications being equal, preference will be given to applications from those not over forty years of age. Beginning salary \$4000 per year, with salary schedule according to the terms of a contract of employment which will be made between the appointee and the Executive Council of the Association.

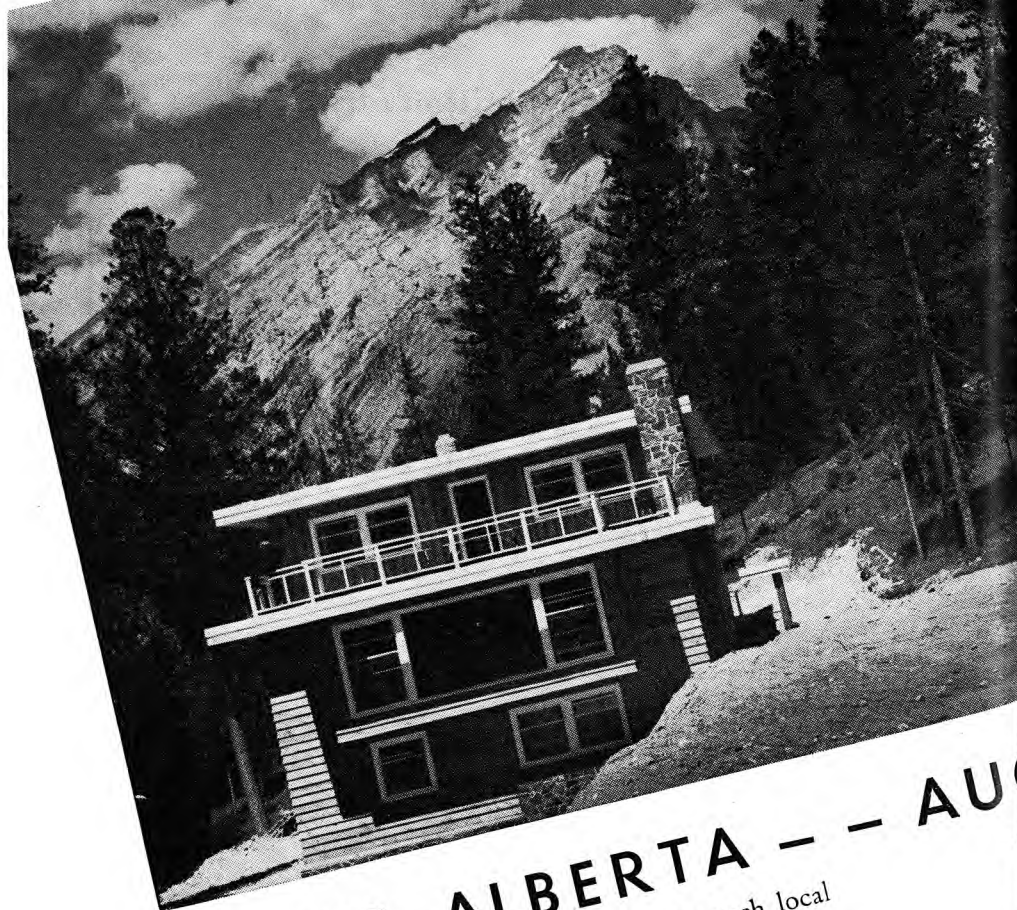
According to Sections 2 (c) (iv) and Section 5 (1) (d) of *The Teachers' Retirement Fund Act*, a teacher employed by the Alberta Teachers' Association is required to contribute to the Fund and has all rights and privileges provided for in the Act.

Duties will commence immediately after appointment, or not later than July 15, in any case.

Applications will be accepted up to June 29, 1951, by the general secretary-treasurer of the Alberta Teachers' Association, Barnett House, 9929 - 103 Street, Edmonton, Alberta.

ALBERTA TEACHERS' ASSOCIATION

Work Shop



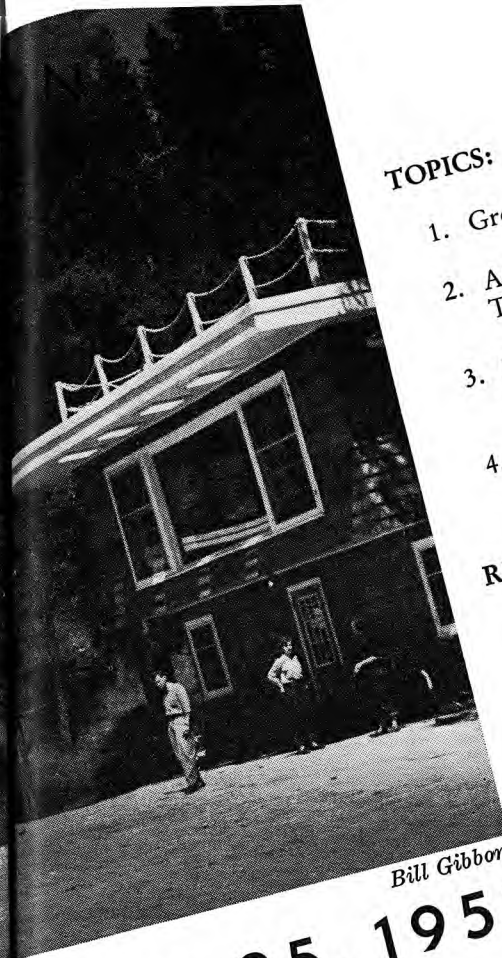
BANFF, ALBERTA -- AUGUST 20-25, 1951

WHO MAY ATTEND: One teacher from each local association.

HOW DO REPRESENTATIVES REGISTER: Form prescribed by Head Office. (Already sent to secretaries of locals.)

DEADLINE FOR APPLICATIONS: JUNE 15, 1951.

REGISTRATION FEE: \$44, which provides room and meals, coffee, etc. for seven days.



TOPICS:

1. Group Planning.
2. Administration in the Alberta Teachers' Association.
3. Public Relations and Educational Publicity.
4. Collective Agreements.

RECREATION:

Trips, Swimming, Golf, Canoeing, Riding, Hiking, etc.

RESERVATIONS WILL BE MADE IN THE FOLLOWING ORDER:

1. One representative from each local association.
2. Additional representatives from local associations.
3. Others.

WRITERS' COURSE:

Applications to register in this group will be received up to a total of eighteen. Registration fee, time, place, etc., same as for workshop.

LOCATION: Banff, Alberta.
START: Monday, August 20, 9:30 a.m., to Saturday noon, August 25.
VENUE: Chalets, Banff School of Fine Arts.
MEALS: First Floor, Chalet No. 3.
SESSIONS: In main dining room, Chalet No. 1.
SESSIONS: In chalets at Banff School of Fine Arts.

MAKE YOUR RESERVATIONS EARLY

Summary of Actuarial Report of Teachers' Retirement Fund

I. INFORMATION SUPPLIED

The report was based upon particulars supplied as at December 31, 1949. At that time there were 5,958 teachers in active teaching service, 1,960 of whom were male and 3,998 female. The total yearly earnings of these teachers was \$14,183,223.

Particulars were also supplied for 3,563 inactive teachers, whose accounts were still open. A majority of these teachers have claims on the Fund, either for refunds, or, should they return to teaching, credit for previous service upon reaching retirement age.

As at December 31, 1949, there were 240 teachers receiving pensions from the Fund. One hundred seventy three of these had been granted pensions prior to April 1, 1948, and were receiving a total amount of \$40,256 per year. Sixty-seven were granted pensions after April 1, 1948, and were receiving a total amount of \$62,336 per year.

2. ACTUARIAL BASIS OF THE CALCULATIONS

Rates of interest earned by the Fund have been:

May 2, 1939-June 30, 194098%
July 1, 1940-June 30, 1941	4.36%
July 1, 1941-Aug. 31, 1942	4.21%
Sept. 1, 1942-Aug. 31, 1943	3.94%
Sept. 1, 1943-Aug. 31, 1944	4.80%
Sept. 1, 1944-Aug. 31, 1945	4.53%
Sept. 1, 1945-Aug. 31, 1946	5.01%
Sept. 1, 1946-Aug. 31, 1947	3.26%
Sept. 1, 1947-Aug. 31, 1948	3.26%
Sept. 1, 1948-Dec. 31, 1949	2.98%

As it is expected that the Fund will continue to earn 3%, or more, 3% was used as the valuation rate, the rate used in a previous survey.

Mortality of Pensioners and Active Teachers

The 1937 Standard Annuity Table

(projected two years) was used to calculate the value of the annuities, on and after retirement, both to present pensioners and to those who will retire in the future. For the period before retirement, the 1949 Annuity Table was used.

Withdrawal from Teaching Service

Allowance was made for the reduction in liability in respect of teachers who withdraw from service and claim refunds, or who otherwise lose entitlement to pensions. The rates of withdrawal were based on the experience of teachers who have been in the service for five or more years.

Retirement Ages

Since pensions for early retirement are calculated actuarially, it was assumed, for purposes of the survey, that all normal retirements occur at age 65.

Rates for disability retirements were based upon the experience of the Fund and of other pension plans.

Salary Scale

Salaries for use in the valuation were determined from a scale prepared from the average salaries being earned in each age group during 1949. A small allowance was made for future increases in salaries.

Death Benefit Scale

Death benefit scales were prepared from the information of the teachers' contributions with interest at the valuation date and the number of years of contributory service, the number married and the value of annuities to widows of deceased teachers.

3. METHOD OF VALUATION

Persons with present or prospective

A Complete Graded Map Program

Teachers and administrators will welcome maps and globes designed for the different levels of learning. The Rand McNally program provides:

1. A GRADED GLOBE PROGRAM—

4544E—BEGINNER'S GLOBE	\$18.00
2244E—SIMPLIFIED RANALLY GLOBE	18.75
3344E—RANALLY PHYSICAL-POLITICAL GLOBE	35.00

2. A GRADED MAP PROGRAM—

BEGINNER'S MAPS (Set of 8) \$18.00 (Set of 10) \$25.00
SIMPLIFIED MAPS—

SR903—World	Mtg. A	
	(Wood Rods at Top and Bottom)	\$10.50
SR300—Europe	Mtg. MC	
SR101—U.S.A.	(Spring Roller Portable Steel Board)	14.25
SPECIAL RANALLY PHYSICAL-POLITICAL MAPS—		
RD300—Europe	Mtg. A	
RD101—U.S.A.	(Wood Rods at Top and Bottom)	\$11.00
RD906—World	Mtg. MC	
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claims against the Fund are:

(1) Present Pensioners:

Liability is present value of annuities, expressed in a lump sum.

(2) Teachers in service over the age of 30:

(excluding those who commenced contributing after age 50 and after the year 1939)

Main liability in the valuation is in respect of the benefits of the group aged 30 and over, in active teaching service at the valuation date.

(3) Teachers in service under the age of 30:

(and those who commenced contributing after age 50 and after the year 1939)

Liability taken as being the total of the members' credits.

(4) Former teachers who have not claimed their refunds and whose accounts have not been closed:

Liability for this group is the total of the teachers' contributions with accumulated interest, this is the amount of the teachers' credits.

4. ADEQUACY OF THE CONTRIBUTION RATES

Purposes of the valuation:

- (1) To test whether the contributions being made to the Retirement Fund are adequate to support the benefits accruing year by year.
- (2) To compare the actual amount of the Retirement Fund on December 31, 1949, with the liabilities in respect of service up to that date.

Contributions being made are:

Contributions from employees	4 % of salaries
Contributions from School Board	1½ % of salaries
Contributions from the Province of Alberta	3½ % of salaries
Total contributions paid into the Fund	8 % of salaries

The contributions required to sup-

port the benefits accruing for a teacher entering service at age 30 is 8.80% of salary, in respect of future service. Since the majority of teachers enter service before age 30, it is found that the 8% contribution now going into the Fund is just sufficient to provide the benefits currently accruing, but not to cover any payments on account of past service. Interest on the Unfunded Liability should be met by additional payments.

5. ASSETS AND LIABILITIES

In determining the assets and liabilities, it was assumed that the 8% contributions will be continued.

Total assets	\$13,728,000
Liabilities	25,890,000
Unfunded Liability (Dec. 31, 1949)	\$12,162,000

The Unfunded Liability increases by compound interest at the rate of 3% per annum.

As the Fund is, what might be termed, in perpetuity, it is not necessary that the Unfunded Liability be liquidated. It is necessary to receive, at least, the interest on the Unfunded Liability together with the contributions necessary to maintain the currently accruing benefits. To do this, an additional 3% of salaries is required.

6. SUMMARY

- A. The valuation shows that the present 8% contributions will support currently accruing benefits.
- B. There is an Unfunded Liability, with respect to past services, of \$12,162,000 and an additional 3% contribution of salaries is required to meet the interest on this Liability.

7. COMMENTS

The Unfunded Liability has risen since 1947 from about \$7,000,000 to \$12,162,000 as at December 31, 1949.

The main reason for the increase

in liability is the increase in salaries as shown:

Date	Average Salaries: Males	Average Salaries: Females
Aug. 31, 1944	\$1,720	\$1,230
April 1, 1947	1,910	1,399
Dec. 31, 1949	2,810	2,170

The liabilities increase in proportion to salary increases, which affect the liability in respect of service before the time of the increase, and for

future service after the time of the increase. Any further general increase in salaries in the future will throw an increased burden on the Fund. If there were no considerable increase in the average level of salaries, and if the interest on the Unfunded Liability were paid into the Fund, the financial condition of the Fund may be expected to remain as it is, or gradually to improve, due to miscellaneous earnings.

ATA Representatives on Committees

The members of the Alberta Teachers' Association Discipline Committee and the Library Committee for the year 1951-52 have been nominated by the Executive Council as follows:

Discipline Committee: Marguerite Esplen, Lethbridge; Lars Olson, Holden; H. E. Smith, Edmonton; A. R. Patrick, Lacombe; F. J. C. Seymour (chairman), Calgary.

Library Committee: H. S. Baker, Edmonton; A. J. H. Powell, Edmonton; Frank Edwards (chairman), Edmonton.

The A.T.A. representative or representatives on the following Department of Education committees, as nominated by the Executive Council are:

Curriculum Committees:

High School Curriculum Committee: F. L. Woodman, Calgary.

Junior High School Curriculum Committee: H. W. Bryan, Calgary.

Elementary School Curriculum Committee: Anne Carmichael, Edmonton.

General Curriculum Committee: Eric C. Ansley.

Board of Teacher Education and Certification: Marian Gimby, Edmonton; J. L. Picard, Edmonton; Eric C. Ansley.

Examination Boards—

High School Entrance Examinations Board: W. G. E. Pulleyblank, Calgary.

High School and University Matriculation Examinations Board: N. A. Wait, Medicine Hat.

Radio Committee: J. R. Hemphill, Viking.

Audio-Visual Aid Committee: A. R. Patrick, Lacombe.

The ATA representatives on other committees are as follows:

Faculty of Education Council: Eric C. Ansley.

Provincial Salary Schedule Committee: Marian Gimby, Edmonton; F. J. C. Seymour, Calgary; Eric C. Ansley.

Teaching Profession Appeal Board: M. E. LaZerte, Edmonton.

Board of Administrators, Teachers' Retirement Fund: T. D. Baker, Edmonton; F. J. C. Seymour, Calgary.

Convocation, May 1951

University of Alberta

Students in the Faculty of Education, listed below were granted the following degrees and diplomas at the University of Alberta Convocation held in Edmonton May 16. The students were presented to convocation by Professor H. E. Smith, dean of the Faculty of Education, with the exception of those receiving the degree of master of education. The latter were presented by Professor John Macdonald, chairman of the School of Graduate Studies. Degrees were conferred by Dr. G. F. McNally, chancellor of the University.

THE CLARENCE SANSOM MEMORIAL GOLD MEDAL IN EDUCATION

Elinor Kathryn Stolee, Edmonton
First Class Standing

Fourth Year:

Edward Clark Chute, Edmonton
Clarence Eugene Climenhaga, Kindersley,
Sask.

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John Jacob Sigal, Calgary
Elinor Kathryn Stolee, Edmonton

Third Year:

Lucille Hazel Beingessner, Vulcan
Evelyn Ruth Gauld, Edmonton
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Second Year:

Grace Mary Andrews, Three Hills
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* Qualified for University of Alberta Honor
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JUNIOR DIPLOMA OF THE FACULTY OF EDUCATION

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Eileen Margaret Hart, B.A.
Elsie Agnes Heidecker
Lois Ann Hoye
Marian Elizabeth Holobow, B.A.
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Marion Elizabeth Hulland
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Gloria Elizabeth Komarnisky
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Sister Gabriel Tellier
Sister Mary Agnes
Sister Mary Priscilla
Joan Mercia Tandberg
Alice Melhardt Tree
Joyce Muriel Trevithick
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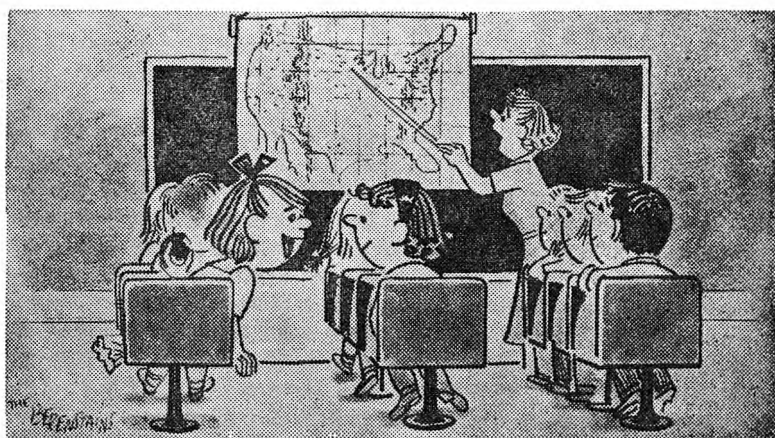


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Estimating Future School Enrollments

(Continued from Page 11)

The next three lines, for ages 12 to 14, continue the process of carrying the groups on year by year with the exception that a reduction of one percent to allow for deaths from age 5 to 12 is made at the beginning of this period. Again, beginning with 1950, totals are found.

Finally, the same process is carried on for ages 15 to 17, and totals again are entered in the table. Since the total of deaths through the secondary school period does not amount to one percent, no further reduction in the figures is made. Therefore, those for ages 15 through 17, inclusive, are in each case the same as those for ages 12 through 14 in three years earlier.

THE TABLE OF PERCENTAGES

The second part of the table, headed "Percents of 1950," is not needed if all that is desired is an estimate for the single school district concerned. The needed estimate exists in the figures giving actual numbers of pupils in the first half of the table. The percentages are, however, given to illustrate the procedure if the method is to be applied to other school systems for which it is assumed the same conditions hold, and the same factors operate as in the one in ques-

tion. Thus, for example, the writer has made computations for the state of Illinois as a whole and has applied them in situations wherein it appears the trend has been and will continue to be similar to that of the state as a whole. Not all communities, of course, exhibit this similarity.

In this second part of the table the percent that each of the totals is of the 1950 figures has been entered, these being taken as 100 percent. Thus, for example, the 289 children of age 5 in 1951 are 136 percent of the 212 in 1950, the 273 in 1952 and 129 percent of 212, and so on for this and the other three rows.

All that is necessary, then, to apply this table is to multiply the number of children of the given ages or grades by the percent for a given year in the future to find out how many probably will be enrolled in that year.

THE TABLE APPLIED

From either part of the table it can be seen that the high point of kindergarten enrollment will probably be reached in 1951; that of the lower six grades in 1955; that of the junior high school in 1960; and that of the senior high school in 1963. These dates are not the same as were found for the state of Illinois as a whole.

For the state the peaks are as follows, respectively: 1952, 1958, 1961, and 1964. The estimated percents that Illinois enrollments then will be of 1950-51 enrollments are: kindergarten, 142; grades 1-6, 133; grades 7-9, 159; grades 10-12, 168.

If a school system is not organized on the 6-3-3 plan but on some other plan such as the 8-4, for example, all that is necessary in varying the procedure is that the totals be found for the ages corresponding to those grades.

FIVE BASIC ASSUMPTIONS

As stated previously, several assumptions are involved in the application of this procedure. For some of these, corrections may be made if they do not hold, and if sufficient data bearing on the point are

available. These assumptions are as follows:

The fraction of all children of the district attending public schools as contrasted with those attending private schools or not in school at all will remain constant.

The policies of the school system as to promotion, retardation, and elimination, will remain the same.

Except as it is affected by numbers of births occurring there, the population of the district concerned will remain static.

Mortality rates will continue to be same as have existed in recent years.

The holding power of the school system will not change. This is very likely to be true through the elementary school. It may, and indeed should, increase in the kindergarten and in the upper secondary years.



"So your family is moving to another city . . . Are you sure it isn't a plot to break us up?"



"Yes, it's very new. It's the cocklebur bob."

THE RETIRED TEACHER

My springtime of life has departed—
Its romance has ended at last;
My dreamings were once of the
future,

But now they are all of the past;
And memory oft as I sit here
Goes back to those old days at school
And pictures the children who loved
me

In the beautiful village of Yule.

I taught them the goodness of loving
The beauty of nature and art;
They taught me the goodness of loving
The beauty that lies in the heart;
And I prize more than lessons of
knowledge

The lessons I learned in my school—
The warm hearts that met me at
morning

And left me at evening at Yule.

I love the instructions of knowledge,
The teachings of nature and art;
But more than all others the lessons
That come from an innocent heart.
And still to be patient and loving
And trustful, I hold as a rule.
For I was so taught by the children
Of the beautiful village of Yule.

My springtime of life has departed,
My romance has ended at last;
My dreamings were once of the
future,

But now they are all of the past.
Methinks, when I stand in life's
sunset,

As I stood when we parted at school,
I shall see the bright faces of children
I loved in the village of Yule.

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Your Child Leaves School

(Continued from Page 13)

ground Important?", some of the conclusions are:

"(a) With regard to economic status, the principal findings are:

"(1) The percentage of drop-outs up to Grade X is four times as large among children from families of low economic status as it is among children from families of high economic status.

"(2) The percentage who graduate is about three times as large among those of high economic status as among those of low economic status.

"(3) Repetition of grades among children of low economic status is about ten percent above the norm of the sample.

"(4) The percentage who are graduates seeking further training is six to ten times as great among those of high economic status as among those of low economic status."

A breakdown of drop-outs by occupation of fathers emphasizes these points. Children of professionals have a drop-out rate one-third below the average; about 75 percent become graduates. Children of proprietors or managers fall slightly below the first group but still do better than average with about 60 percent becoming graduates. Farm children and children of white-collar workers correspond to the average or a bit better in the number who graduate. Children of skilled workers reflect average behaviour in the number of drop-outs; about 40 percent of the boys and 45 percent of the girls become graduates. For children of semi-skilled workers, the rate of drop-out is from 10 to 15 percent higher than average. For children of unskilled workers, the figure is worst of all:

from 55 to 65 percent have dropped out by Grade X.

"There is a strong association," the report reiterates, "between learning capacity and economic status." What does this imply, that the well-to-do are necessarily more intelligent, or that working-class children start out in life with two strikes against them due to poor economic circumstances? What are the effects on learning capacity of good food, good homes, a feeling of security? And conversely, of malnutrition, poor housing and the frustration arising from poverty?

The report of the Canadian Research Committee on Practical Education does not try to answer these or other questions. It gives the facts and lets the reader draw his own conclusions. Most likely, conclusions by the committee will be drawn after other reports have been made and a more complete picture drawn of education in Canada. But this report by itself reveals how much there is to be done in making the schools more closely conform to the needs of our young people. Moreover it reveals all too clearly how much needs to be done for the parents before educational opportunity becomes meaningful for their children.

It will be more than a pity if this and other reports are permitted to gather dust. The notion of tens of thousands of children starting off in life badly or insufficiently trained should arouse every decent-minded parent in Canada, and, for that matter, every decent-minded person in Canada. For, of all our resources, our young people are the most important and the least expendable. We just cannot afford second rate citizens. What is going to be done about it.

Minds are like parachutes.
They only function when open.

The Alberta Branch Amateur Athletic Union of Canada and the Alberta Branch of the Women's Amateur Athletic Federation of Canada have granted sanction to the Athabasca and District Board of Trade and the Athabasca Sublocal of the Alberta Teachers' Association to conduct the

1951 Interscholastic Track and Field Championships of Alberta, in Athabasca on Saturday, September 8.

The boys' events are classified in four age groups, up to 20 years, 18 years, 16 years, and 14 years. For the girls, the limits will be 18 years, 16 years, and 14 years. The program will include sprints, distance runs, hurdles, relays, running broad, running high, and running hop, step and jump, shot put, pole vault, javelin throw, discus throw, and softball throw.

All competing athletes must be within the age limit on the day of competition, and have been regularly enrolled in the 1951 school term at an authorized public, high, separate, or preparatory school. Each competitor must possess a 1951 amateur registration card of the Amateur Athletic Union of Canada or the Women's Amateur Athletic Federation of Canada (Alberta Branches). Four athletes will constitute the personnel of any team in the relay events.

Certificates of Provincial Championship Awards will be presented to the Winners, Seconds, Thirds, and Winners of Aggregates.

Official Entry Forms will be released in time for circularization throughout the province before schools close for the holidays, together with application for Amateur Registration forms. These forms may be secured on application to

B. W. Bellamy,
Secretary, Alberta Branch A.A.U. of C.,
Athabasca, Alberta,

through whom entries may be filed.

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"Please, Teacher . . ."

(Continued from Page 15)

bold and froward mind. "Please, teacher, I like your new dress," may be a sincere compliment. It should be taken as such by the class teacher, even though she is swamped daily by all kinds of compliments from pupils, fellow teachers, principal, visiting supervisors, parents, and the man next door.

Teachers are sometimes the last resort for harassed parents. "Please, teacher, I'm turning my little Johnny over to you for good. He's just rammed a chair down his father's throat, and broken five of his teeth. And all because he said to him to get on with his breakfast or he would be late again, and he up with a chair. His father has had to get five stitches in his lip. Do what you like with him, only don't draw blood. Yours truly, his mother. P.S. I hope he gets to school on time after this."

SAD AND GAY

Parents of missing children are well advised to make a preliminary checkup on the attendance of little Johnny before running all round town for him. "Please, teacher, my little Johnny hasn't been home since a week last Thursday, and I was wondering if he is in school." Little Johnny was in school, and had been each day, although sleeping out at night on the mountain, and eating out of garbage cans.

Real cases of child neglect are turned up by such statements as, "Please, teacher, we haven't had anything to eat for three days except a couple of old mouldy crusts, and we're awful hungry." A rapid investigation brought to light very unsatisfactory home conditions, the community remedial agencies were called in, and two small children were removed to a more suitable environment within a matter of hours.

Canadians, whose place of birth

was in the old world, have a profound respect for the omniscience of the class teacher. Notes written in Greek, Russian, German, Arabic, French, Chinese, etc., all beginning with "Please, teacher . . ." arrive daily in our downtown schools. In some cases, the letters are printed in large black characters to humour the teacher who says to little Johnny, "I cannot read this."

The teacher's ability to judge human frailty aright is tested to the full when little Johnny comes back to the classroom after recess and says, "Please, teacher, there's some bad words written up in yellow chalk downstairs in the bathroom about you." Especially as she notices yellow chalkmarks on his grimy fingers. The question is "What to do?"

Occasionally parents do not understand the language of the teacher. This leads to misunderstandings. "Please, teacher, my little Johnny says you called him an 'unbisected pentagon.' I'd have you know he's no such thing. Both his father and me were married in church regular."

Mothers are somewhat unduly worried as to the inconvenience caused to their child's teacher. "Please, teacher, little Mary will not be in school next week as I am going to the hospital to have a baby. Hoping this will not inconvenience you too much."

What people mean is not always what they say. "Please, teacher, we have changed our address. We are now living down by the lake. We would be glad if you would drop in any time while passing."

When pupils board out in school areas, notes arrive signed by the landlady on behalf of the child. "Please, teacher, I am away from school because I have cramps in my stomach. I expect to be back tomorrow, and I shall see that it never happens again. Signed, Mrs. M. Johnes."

Truth comes to the surface when

pupils write their own excuse-notes to be signed by their parents who are too busy for such letter-writing. "Please, teacher, let Jimmy out of school an hour earlier today so that he can go to the pool. He won't miss much, anyway."

Juvenile delinquency is sometimes directly due to delinquent parents. "Please, teacher, I was too late to come to school yesterday. When I came out of the store, my mother said, 'Did you pick up anything for your little brother?' So I had to go back inside, and the manager kept looking all the time, and I was too late for school by the time I got out."

PLEASE . . . AND THANK YOU

The thoughtfulness of childhood was revealed recently when a whole classful of boys and girls had a tape-recording made of their good wishes to their teacher who, after many years of faithful service, had been obliged to be absent during her last few months of teaching because of illness. As she heard one young voice after another call out from the recorder, "Please, teacher, get well

again soon," "Please, teacher, we want you back again with us," "Please, teacher, very best wishes from us all, etc.," her eyes filled up as she experienced, in a small degree, a foretaste of that commendation of the Master, "Well done, thou good and faithful servant!"

As she looked back through the years to that first teaching assignment, when her greatest thrill was to hear the six-year-olds coming to her confidently for help, saying "Please, teacher, I like you" or "Please, teacher, tie my shoes," or "Please, teacher, show me how to do this, I don't know how," she felt that the succeeding years of underpaid services, the limitations of her chosen profession, the hours and hours of extra duties, were more than amply repaid. Of all of the many happy classroom memories, none are more precious to her than the recollections of those childish voices ringing clearly in her ears, "Please, teacher . . . , Please, teacher . . . , Please, teacher . . . , and she is satisfied in the completion of a good job, well done.

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Official Bulletin, Department of Education

HIGH SCHOOL REGULATIONS 1951 - 52

A complete new "High School Regulations" will not be published for the school year 1951-52. The Department of Education will print and distribute a Supplement to cover all changes in regulations and courses. In other words, all high schools are expected to use the 1950-51 regulations for the 1951-52 school year with the assistance of the new supplement for the changes that are to be effected for this coming school year. Because of this arrangement, principals and teachers are asked to preserve the copies of the 1950-51 High School Regulations now on hand as additional copies will not be distributed from the Department except by special request.

ENTERPRISE IN THE ELEMENTARY GRADES

Many teachers in Grade VI are inclined to expand Section B, "How Men Live and Work in Canada Today," beyond reasonable lengths. It was not the intention of those who prepared the course outline that a great majority of the time spent in Enterprise in Grade VI should be devoted to Canada. This is not to imply that a study of present conditions in Canada is not important, and quite possibly Section B might receive major emphasis in Grade VI. Nevertheless Grade VI teachers must be careful not to dwell unduly long upon this section of the Enterprise sequence.

An intensive study of contemporary Canada at this grade level is neither

necessary nor desirable. During the previous five years in school the child should have learned a great deal about Canada. If teachers in Grades I to V follow the Enterprise pattern presented in Bulletin 2 they will make frequent references either to Canada as a whole, or to one or more of its regions, political divisions, or localities. Therefore, pupils arriving in Grade VI have already gained many understandings and appreciations about their country. In particular the following topics should lead the pupils to focus their attention upon some phase of Canadian life: "Our Neighborhood" (Grades I and II); "How Our Community Lives" (Grade III, Section A); "How We Use Natural Wealth" (Grade III, Section D); "How Pioneers Settled the New World" (Grade IV, Section A); "How Trading Improves Our World" (Grade IV, Section C); "How Canadians Established Themselves From Sea to Sea" (Grade V, Section A); "How Alberta Provides For Her People" (Grade V, Section B); "How Global Patterns Affect Us" (Grade V, Section C). The main purpose, therefore, of a unit on Canada in Grade VI is to consolidate, reinforce, and broaden understandings about Canada gained in previous grades and in other places in the Enterprise sequence. As such it need not occupy more than one-quarter of the time devoted to Enterprise in Grade VI.

There is another very important reason for not undertaking too exhaustive a study of Canada in the sixth grade. The Enterprise in the Elementary Grades should dovetail

nicely into the Social Studies course in the junior high school. The Grade VII course in Social Studies comprises a thorough-going study of all phases of Canadian culture. Therefore, a lengthy treatment of "How Men Live and Work in Canada Today" in Grade VI is neither necessary nor desirable.

Before launching an Enterprise on Canada, Grade VI teachers should find out how much the pupils already know about Canada. They should also make themselves familiar with the content of the Grade VII course in Social Studies. If they do these two things they will not make the mistake of spending too much time on a study of Canada in the sixth grade.

AUDIO-VISUAL NOTES

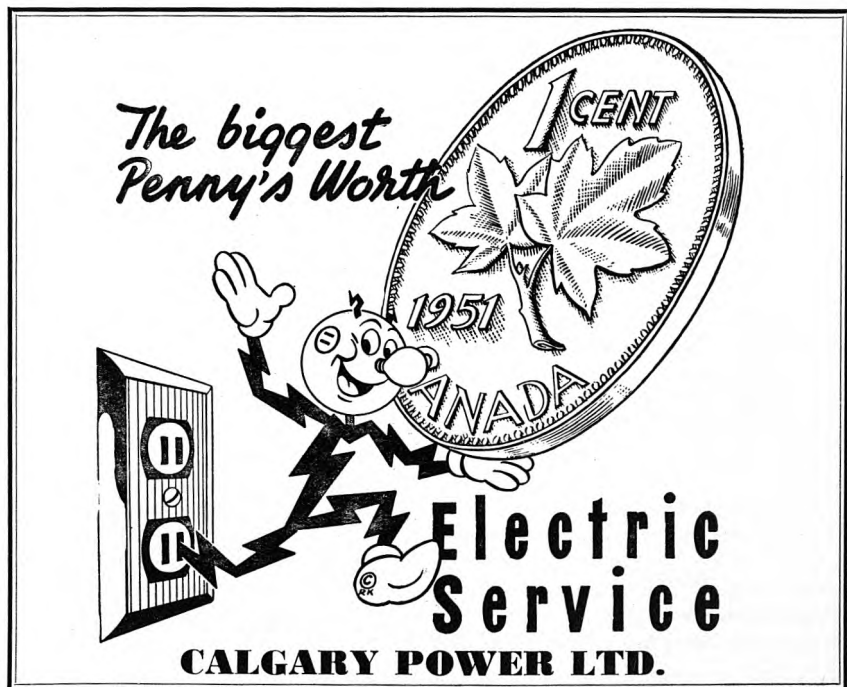
Bulletin on Equipping the
School for Projection

A 17-page bulletin *Equipping the*

School for Projection: Suggestions for Architects, Superintendents, and Principals has been prepared by the Audio-Visual Aids Branch with advice and criticism from a superintendent, school principal, and member of the Faculty of Education. This is a valuable source of information for school officials in charge of building new schools or remodelling old ones for effective utilization of projected material. Copies may be obtained on request from the Audio-Visual Aids Branch.

Reprinted Article on Projector
and Film Care

Copies of this article which might well be read by every teacher who operates a 16mm. motion picture projector may also be obtained by writing to the Audio-Visual Aids Branch. The title of the article reprinted from the *Australian Film Monthly* is *Not Vandals—But Nearly*.





Our Library

This month our Library acquired two achievement texts published by the *World Book Company*, Yonkers 5, New York.

Evaluation and Adjustment Series— Essential High School Content Battery—

The *Series* comprises achievement tests in three subject-matter areas—mathematics, science, and social studies. All the tests in the series are so designed that they should be easily administered by the classroom teachers without special previous training in measurement techniques. They are published in re-usable text booklets; objective type questions are used throughout; and all student responses are recorded on separate answer sheets which may be scored either by hand-scoring stencil or by International Business Machines test-scoring machine.

The *Essential High School Content Battery* offers comprehensive coverage, in a single test booklet, of four basic high school areas—mathematics, science, social studies, and English. The battery is suitable for use as a measure of overall achievement from the end of the ninth grade through the twelfth grade, and with beginning college freshmen. Two comparable forms, Am and Bm have been prepared.

An excellent feature of the "battery" is the system of standard scores which permits meaningful comparison of scores on the various tests within the battery. These standard scores have been equated to the

standard scores of the standardization population on the Terman-McNemar Test of Mental Ability, thus providing a means of direct comparison of ability with achievement.

Entre Nous—

By George A. Klink, published by *The Ryerson Press*, Toronto.

Entre Nous offers a selection of graded reading material for third-year students of French. The first few pages of simplified reading bridge the gap between the second and third years and prepare the pupils for the selections from standard authors which follow.

Human interest is the keynote of this new French reader. The stories are a colorful blending of action and emotion, unusual situations, and sprightly dialogue. They are especially chosen to appeal to Grade XI boys and girls.

The poems in *Entre Nous*, chosen for their lyrical simplicity of form and theme, provide material for memorization and oral expression.

Pride and Prejudice—

Jane Austen.

This volume, published by *The Book Society of Canada*, Toronto, was adapted by Ollie Depew, professor of English in the Southern Oregon College of Education, and edited by Herbert Spencer Robinson, professor of English, Pace College, New York City. It is one of many in a series of classics in prose, admirably adapted for the modern secondary school student.

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Bertha Lawrence, commercial department of Victoria School in Edmonton and **Phyllis Weston**, Balmoral School in Calgary, each have received the 1950 Dr. Henry Munro Memorial Award for outstanding work in social studies. The award is given by World Affairs Press Limited.

Donalda Dickie has received the Governor-General's 1950 Literature Award for the Juvenile Class. She received it for her children's history of Canada, *The Great Adventure*. Dr. Dickie taught history and English at the Normal School and is now devoting her time to writing books for juveniles.

The Clarence Sansom Memorial Gold Medal in Education, offered by the Alberta Teachers' Association for the



ELINOR STOLEE

first time, was awarded to **Elinor Stolee**, a graduate with first class standing in the bachelor of education program, at the May Convocation.

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News from Our Locals

CALGARY RURAL LOCAL HAVE ACTIVE YEAR

Calgary Rural Local has had a good year with a total of eight meetings. Officers in charge of the year's work were N. M. Grant, president; Dorothy Holden, secretary-treasurer; H. H. Mumby, J. H. Folkard, and M. V. Anderson, councillors; E. M. Sudre, N. T. Boos, convention committee; public relations officers, A. L. White and J. W. Grant; representatives to Calgary City Council, Bertha Wonnacott; salary negotiating committee, V. R. Cottrell (chairman), H. H. Mumby, J. H. Folkard, N. M. Grant, C. E. Gourlay, Mildred Hancock, Bertha Wonnacott, Dorothy Holden, M. E. Sutherland, E. M. Sudre, A. B. Miller, M. A. Wallace, P. M. Finestone.

Some of the topics covered by members of the local during the year were: salary negotiations, Banff Workshop, Annual General Meeting, and group insurance.

On April 28, almost 100 teachers and their guests were present at a banquet held by the local in honor of E. T. Wiggins, president of the Canadian Teachers' Federation, who was guest speaker.

FOOTHILLS HOLD SPRING BANQUET

President John Wilson of Okotoks presided over the annual spring banquet of the local, which was held on May 18. There were 60 in attendance. Guest speakers included Hon. Ivan Casey, minister of education, C. M. Laverty, superintendent of schools, and Roy Eyres of Arrowwood, ATA representative for the Calgary District.

Henry Unger of Cayley, district councillor, gave a comprehensive report of the AGM. Richard Cunningham of High River, chairman of the

salary negotiating committee, reported on the progress of negotiations with the Foothills School Division. It is expected that a decision on the proposals will be made in the near future. The teachers are not asking for a raise in the minimum but are requesting a boost in yearly increments and also in the amount paid for a degree.

CORRESPONDENCE SCHOOL BRANCH

A general meeting of the Correspondence School Branch local was held on April 11. AGM delegates gave interesting reports. Helen Berry spoke on general impressions of the convention and President Nancy Thompson reported on resolutions of particular interest.

A curriculum committee was formed to consist of one member from each of the three sections of the Branch.

GRASSWOLD SUBLOCAL PREPARE BOOK LISTS FOR PARENTS

Topics of the sublocal meeting on May 10 were track and field day and the proposed book lists for parents in the Wheatland School Division.

The book lists are to be supplementary books for Division I and II and are to be given to each parent in the Division. The list will furnish the name of the book, author, and publisher, and also the cost. Each of the Grade II teachers in the sublocal had written to various publishers and some had been able to obtain books on approval. These books were inspected at the meeting and their suitability discussed. It is hoped that the list will be completed before the end of June.

SMOKY LAKE LOCAL

The main feature of the meeting on May 9 was the discussion of the forthcoming track meet. It was de-

cided that the tabloid system be adopted, to allow full participation and keener interest in athletics in general.

SPIRIT RIVER-RYCROFT SUBLOCAL

The last formal meeting of the year was in Spirit River School on May 18. Suggestions were made for the fall convention in Grande Prairie and these were sent to the convention committee. Plans were made for a picnic for the teachers, their families and friends at the Burnt River on June 15.

STONY PLAIN SUBLOCAL

H. E. Smith, dean of the Faculty of Education, and Frank Edwards, Edmonton geographic representative of the Alberta Teachers' Association, were guest speakers at a banquet held by the Stony Plain-Spruce Grove Sublocal, where the superintendent of schools, G. F. Hollingshead, and members of the divisional board were honored guests.

Dr. Smith spoke on the subject "Educational Experimenting" and pointed out that this was always taking place. He traced through the period of heavy discipline, when the devil had to be driven from the child, to Rousseau and his theory of back to nature, and Froebel's kindergarten. He said that today, with our experimenting in so-called modern education and our interpretation of the child as a growing plant, we have stressed the goodness of the child to such an extent that some parents are afraid to hit him "with anything larger than a duster."

In illustrating the changes in educational thought he referred to his own normal school days when the child was likened unto a lump of clay which the teacher was to mould. Dr. Smith whimsically suggested that sometimes the clay could be gumbo.

Speaking on modern experimenting in curriculum making, Dr. Smith inferred that much was to be done

with such subjects as agriculture, home economics, and shop.

Mr. Edwards spoke briefly on the organization of a district council which would help to bring locals of the Edmonton area in closer contact with their geographic representative.

He stated that advances could be made in the mechanical structure of the Alberta Teachers' Association to enable us to take a more active part in the construction of curriculum. He pointed out that at the present time Alberta Teachers' Association officials were unable to select teachers for curriculum committees partly because of the lack of knowledge of the teachers' particular abilities. He thought that something could be done within the locals on curriculum construction and that teachers would be able to take a more active part in this essential part of education.

Harold Anderson, president of the sublocal, acted as chairman, and the arrangements were made by Leah Blume and Marjorie Wilson. This was the first attempt on the part of the local teachers to bring together Faculty of Education and Department of Education representatives with divisional trustees and teachers. It proved to be highly successful.

INTERSCHOOL CONCERT PLANNED BY STRATHMORE LOCAL

Plans for the interschool concert were completed at the sublocal meeting at Carseland on April 26. The concert includes tumbling, tap dancing, and plays.

Because so many parents have inquired about books suitable for children to read at home, it has been decided to draw up a list of such books for Grades I to II, the Strathmore Sublocal is drawing up the Grade I list, while other Wheatland sublocals are dealing with Grades II and III. The secretary had written to publishers and some \$200 worth of sample books were on hand. The list will be made up as soon as possible.

STONY PLAIN LOCAL

J. Moseley, councillor from West Jasper Place Sublocal, informed the meeting, on April 21, of the formation of the new West Jasper Place Local and their consequent withdrawal from Stony Plain. A division of the funds on a pro rata basis was agreed upon.

John Milner, councillor to the AGM, explained the organization of a district council to bridge the gap between the locals and the Executive Council. Mr. Milner and Glen Carmichael were nominated as representatives to this council.

SWALWELL-ACME SUBLOCAL

Both the April and May meetings of the sublocal dealt with plans for the spring track meet. Pins and buttons will be awarded to the winner in each class, and a cup to the boy and girl making the highest aggregate score.

Another item of business was the planning of a list of books for remedial reading at the various age levels.

VULCAN SUBLOCAL

Final arrangements were made for the track meet at the May 14 meeting held at Brant. Correspondence regarding credit unions was discussed and it was decided to gain more information before any definite steps be taken on this matter.

Those who attended the reading conferences in Calgary and Lethbridge gave informal reports and a discussion followed.

Instead of a June meeting, it was decided to have a picnic.

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GRADE XII EXAMINATIONS

Victoria Composite High School.
Edmonton, Alberta,
May 18, 1951.

Mr. D. M. Sullivan,
Department of Education,
Edmonton, Alberta.

Dear Mr. Sullivan:

On Page 26 of the current issue of *The ATA Magazine*, in an article by Mr. N. A. Wait (Second paragraph, first column), there appears the following criticism of Grade XII students:

"As for form, many candidates did not leave a space between the title and the introduction, NOR DID THEY PLACE A PERIOD AFTER THE TITLE."

I should like to ask on what authority Mr. Wait bases his criticism, and whether the Department agrees with him. Opposing Mr. Wait's criticism, I should like to point out that printers NEVER use what is called "external punctuation." As a matter of fact, you will note that there is no period after the title of Mr. Wait's own article, nor after the heading of ANY other article in the magazine.

In preparing the heading for any letter, our Commercial students have been repeatedly told to omit EXTERNAL punctuation, but to INCLUDE INTERNAL punctuation if required; thus,

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In all such headings, you will find that we follow the standard practice of all authors and printers, and it would certainly be too bad if candidates were to be penalized for following correct practice.

Respectfully yours,
(Signed) J. P. Page,

Associate Principal.

Note:

Material for this article is handed to the ATA representative who consolidates the reports and publishes them in full. I would not feel competent to take issue with specialists in any subject, save my own, on the many details that might be the material for discussion. Consequently, the error which has been noted by Mr. Page is an error subscribed to by the chairman, the vice-chairman, and the personnel of the marking group.

I thank Mr. Page for his interest in this matter and herewith publish his letter.

—N. A. Wait.

THE EDUCATION OF SERVICE MEN'S CHILDREN ACT

To the Editor:

A recent amendment to the above Act has extended benefits to children of veterans of World War I.

The Board administering the Act will appreciate anything you may be able to do through the medium of your Magazine to call the attention of teachers to the new provisions.

Yours faithfully,

J. F. SWAN,

Secretary to the Board.

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